

Washington Transition Mathematics Project

<http://www.transitionmathproject.org/>

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I) Briefly describe your program.

The Transition Mathematics Project (TMP) is a **collaborative venture** involving educators from K-12 schools, community and technical colleges, and baccalaureate institutions, as well as community-based stakeholders and business leadership, and supported by the State Board for Community & Technical Colleges, the Superintendent of Public Instruction, the Higher Education Coordinating Board, and the Council of Presidents. It began in April 2004 and its funding will end in December 2005.

Project Purpose

To define and use clear College Readiness Standards in order to help students make a successful transition from secondary to postsecondary education in mathematics courses and courses with strong quantitative components

Long-Term Outcomes

- Increase student success in math and reduce math remediation in college
- Increase student post-high school opportunities and options
- Improve articulation between sectors and
- Improve the quality of math instruction in high school and college

The project has focused on three major areas of work:

- **Defining clear and consistent expectations in math**
- **Promoting local/regional partnerships addressing math-related concerns and issues**
- **Developing practical math-related messages and materials for students** transitioning from high school to postsecondary education as well as parents, teachers and counselors

II. What has facilitated and hindered program development and implementation?

Facilitated:

- Close cross-sector collaboration and working partnership among major state agencies
- Involvement of key faculty leaders and experts from all three sectors
- Strong support from administrative leadership across educational system (school superintendents, chief academic officers, college presidents)
- Reliance on building from existing successful work in Washington and around the country

Hindered:

- Communication and coordination challenges inherent in cross-sector partnership
- Size and decentralized nature of statewide educational systems
- Sustaining focus of faculty “volunteers” involved in standards development/review work